DOCUMENT RESUME

ED 064 553 AC 012 535

AUTHOR	Rehder, N. William
TITLE	Some Considerations on Andragogy.
PUB DATE	Apr 71
NOTE	86p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Education; Adult Education Programs; Adult Educators; Adult Students; Community Involvement; Computer Assisted Instruction; *Educational Change; Educational Finance; Educational Technology; *Instructional Media; *Learning Motivation; *National Programs; Orientation; Participation; Program Design; Teacher Qualifications
IDENTIFIERS	Andragogy; Canada

ABSTRACT

This paper indicates some of the varied facets of knowledge on adult education that were found in readings on this subject over the past few years, and specifically in the last six months. The emphasis on andragogy (the teaching of adults) focuses on the future adult students of Canada. Eight chapters examine such topics as: I. Definitions and Generalizations; II. The Changing Aims of Adult Education; III. The Canadian Adult Educand; IV. Student Orientation; V. Project Orientation; VI. Teacher Orientation; VII. Technological Orientation; and VIII. Possible Futures in Adult Education. The paper concludes that Canada must decide that the potential contribution to the community of the adult who has improved himself or herself is as great as the individual gain, and thereby accept the necessity of investing publicly in adult education. A bibliography of 94 items is included. (Author/LS)

K6:1

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED 064553

SOME CONSIDERATIONS ON ANDRAGOGY

by

N. William Rehder

A paper presented to Dr. L Desjarlais as partial fulfilment of the course Edu 929E - Readings in Adult Education

Faculty of Education, University of Ottawa
Ottawa, Ontario, April 1971

FILMED FROM BEST AVAILABLE COPY

AC012535

PREFACE

This paper was prepared to indicate some of the varied facets of knowledge on adult education that were found in readings on this subject over the past few years, and specifically in the last six months. It has not been written as a term paper on a specific theme, and as a result it appears to ramble over a large area. During this rambling trip, however the writer has consistently tried, perhaps not always with complete success, to limit his vision to andragogy. This has been extremely difficult, as a library can be an enticing enemy - stealing upon one from ambush to entrap him in a most interesting and escoteric subject - which, as it turns out, is totally unconnected to the central theme. A reading course, if diligently pursued will inevitably bring knowledge, perhaps even wisdom - but the knowledge is seldom what one originally attempted to persue.

The lack of source referencing is known, and regretted. Most areas were written up during the reading process, and time did not allow research to re-discern the complete source. It was thought best therefore to submit this paper without referencing. Some material has been incorporated from various texts, but only when it was felt that the thought exactly expressed the sentiment of the writer, and paraphrasing just did not give the same meaning. The bibliography, however, was continuously kept and has been most useful for locating items of andragogical knowledge, both for the writer and for fellow students.

(NB) - Referencing added in arrears in Aug. 1971.

TABLE OF CONTENTS

Chapters Pages

Preface i

Table of Contents ii

Introduction 1

I Definitions and Generalizations 3

II The Changing Aims of Adult Education 8

III The Canadian Adult Educand 13

IV Student Orientation 16

- 1. - Individuality and Volition 16
- 2. - Motivation 17
- 3. - The Nature of Change 18
- 4. - Adjustment 18
- 5. - Physiology 24
- 6. - The Psychology of Work 26
- 7. - Study Habits 30
- 8. - Discipline 30
- 9. - Evaluation 33
- 10. - Conclusion 34

V Project Orientation 35

- 1. - Retraining 35
- 2. - Community Projects 37
- 3. - Recreation 41
- 4. - Independant Study 42
- 5. - Special Projects for the North 43

VI Teacher Orientation 48

- 1. - Adult Educators 48
- 2. - Academic Education 49

TABLE OF CONTENTS

Chapters Pages

3. - Previous Experience Mandatory for Teachers 50

4. - Adjustment 52

5. - Authority 53

6. - Educators should be Teachers 55

7. - Conclusion 56

VII Technological Orientation 58

1. - Radio 58

2. - Television 60

3. - Computorized Learning 64

VIII Possible Futures in Adult Education 66

1. - The Ideal Adult Educator 69

Conclusion 71

Bibliography 73

INTRODUCTION

The adult learner is a member of society. Yet he, alone, is unique and special. Unlike the adolescent learner, he has already been exposed to the demands of society and is aware of the needs that must be fulfilled. He is aware of his goal in life. Now, as an adult learner, he is striving to meet this goal. With his own feelings, needs, and attitudes, he enters education as both an adult and as a student.

Most people living today have become accustomed to change in nearly every aspect of their life and living. However, in a world in which the new has become commonplace, many people both in and out of the field of education had gloated, that at least the schools had not changed! In the last decade this has altered so that it can no longer ever be repeated; we have had startling innovations in all school programms, practices, curriculum, and even in the geography of education in all parts of Canada.

These innovations have been widely publicized in the newspapers; terms like "modular scheduling", "team teaching," "instructional media", "CAI - or Computer Assisted Instruction", or "new mathematics" no longer sound like a foreign language - and Administrators and teachers in our tertiary as well as our elementary and secondary schools are experimenting with an ever-increasing number of new programs and practices.

Adults have always engaged in learning. In some societies, as Sir Geoffrey Vickers has observed, to learn was a privilege purchased by the rich not just for their children, but for themselves. In pioneer, immigrant societies, like Canada was, adults engaged in learning simply to survive. In modern, industrial, technological societies, like Canada is, learning as an adult is now not a privilege of the rich, but a necessity both for individuals and for the society. What is astonishing is that our historical preoccupation with the education of the young seems still to blind us to the enormous potential of adult learning. Having depended upon it repeatedly in times of national emergency, at other times we seem ready to relegate the adult learner to a status of a bad necessity.[1]

---

[1] Allan Thomas, The Adult Student, [Toronto], Sage, [1969], pamphlet, p. 10.

PART I

DEFINITIONS AND GENERALIZATIONS

Andragogy is the teaching of adults, or pedagogy grown up. It is less than ten years old but conveys a necessary meaning in the teaching of tertiary school students. Within this chapter some definitions should be listed. Adult Learning is not watching television, although under certain circumstances this may well be so. However, solely watching television is in itself undirected, and is not education. Professor Coolie Verner's definition is that Adult Education is an activity when it is a part of a systematic planned instructional program for adults.

But what is an adult? You can marry at fourteen; can drive a car at sixteen; join the army at eighteen; legally drink at twenty-one; or write an examination as a "mature student" at twenty-three. The required minimum age of thirty for U.S. Senators, or thirty-five for an American President could be quoted. The Concise Oxford Dictionary defines an adult as "one who is grown up; or mature". This is the context which will be used in this paper in reference to an adult student.

Adult education has many names and pseudonyms - "Continuing Education", "Mature Education", "Permenant Education", and "Tertiary Education", infer only slight variations with differing national and linguistic characteristics of the underlying theme of "Adult Education". These can be regarded as an all-embracing term used to designate those intellectual processes by which adults acquire the knowledge, understanding, attitudes, and skills needed to improve their participation in a changing society, or to assure their continued full involvement in society.

The most common meanings of learning and educating should also be noted as they appear often in this paper:

DEFINITIONS AND GENERALIZATIONS

Learn - get knowledge or skill by study, experience, or by being taught
- experience
- commit to memory
- become aware
- be informed of
- receive instruction
- teach

Educate - bring up young
- give intellectual or moral training to
- provide schooling for
- train

Adult Education does NOT require to be school oriented, although it is normally referred to in this manner. The two widest separations of basic philosophical adult programs are:

A) - Private Programs - these are select groups. Company in-service training programs; The Military uses this type as a means to train men for its specific ends.- The goal of private programs is normally a particular end - and is not education itself.

B) - Public Programs - these are open to all. Schools, YMCA, Libraries, Museums,etc. All of the public programs are quite small in comparison with the private programs.

In the last twenty years the word "Progress" has been replaced by the word "Change". This variation is drastic in many ways as will be noted through this paper. Should we be teaching for the past, present or future? we previously appear to have taught exclusively for the past; with as little as possible thought for the future.

DEFINITIONS AND GENERALIZATIONS

Examples: a. How much has been taught on Human Satisfaction - more time is now becoming available and must be used in some way.

b. Courses on camping or art appreciation. Should we not look at what the future might, or *will* bring, and use the most agreed upon areas? - *Not* S.F. but science! (eg - Scientific American - article on Future Inventions; - articles on Food from hydroponics, the sea, etc.)

A group of generalizations noted in my readings in adult education (along with certain bias of these authors) are as follows:

1. Adults enter a learning activity as responsible grown-ups - *not* as immature learners.
2. Adults enter a learning activity with more experience than youth, and more to contribute - we *must* utilize the experiences of the people that they *have*.
3. Adults enter a learning activity with more intention to apply their knowledge with immediate application. (Practical results are required) - practicality.
4. Human organisms possess the ability to learn throughout their entire lives.
5. Learning is a natural inclination which may be encouraged or discouraged by social institutions.
6. Learning begets change - change stimulates learning.
7. All societies institutionalize learning in the form of education.
8. All societies choose to concentrate education on certain groups and at certain times in individual lives.
9. The selection of certain groups and certain periods for education

changes the quality of learning that takes place in the society as a whole.

10. All individuals have solid strengths (high points); it is up to us to find them.
11. All individuals have goals and objectives; it is up to us to find them.
12. All individuals have the capacity to change and grow. An adult if offered the chance to set his own changes, will certainly take it, and complete it.
13. All education has in the past made distinctions based on sex roles.
14. Learning almost always outstrips education.
15. The historical concentration on children and youth has biased the entire idea of learning in western society.
16. Education is as much an effort to prevent certain kinds of learning as it is to direct and stimulate other kinds.
17. The methods and techniques associated with education in all societies can be identified, described and codified.
18. Learning does not occur evenly in a society but sporadically in both time and space; Learning is more apt to occur on the margins of a society.
19. Physical external environment is a critical factor affecting behavior - more critical than youth.
20. The movement of western societies is to include more and more of adult life in education as a measure of control. As the informal institutions of work, family and church decline in attendance, new attempts are being made by the introduction of educational institutions.

DEFINITIONS AND GENERALIZATIONS

21. The adult is a self-educating and self-directing learner, and we must be the same.

PART II

THE CHANGING AIMS OF ADULT EDUCATION

"Education and admonition begin in the first years of childhood and last to the very end of life. The education we speak of is training from childhood in goodness, which makes a man eagerly desirous of becoming a perfect citizen understanding how both to rule and to be ruled righteously. This is the special form of nurture to which, as I suppose, our present argument would confine the term "education"; whereas an upbringing which aims only at money-making, or physical strength, or even some mental accomplishment devoid of reason and justice, it would term vulgar and illiberal and utterly unworthy of the name "education."

The above quotation of Plato indicates both the lengthy process of education and the philosophy of education in the Greek civilization. In looking at the aims of a number of modern educational institutions, it is interesting to note a striking similarity.

Adult education seems to have begun at least as early as the first records of man. In some languages the connotation of the word teacher is not of a young female surrounded by children, but of a mature and wise person who talked with, argued with, exchanged experience with mature men and women. So it was with Confucious, Socrates and Jesus.

In Canada, organized activities with an educational purpose go back at least to the time of earliest exploration to L'Ordre de bon Temps, founded by Champlain and Lescarbot in 1605. Why was there such an institution? It was created for a practical social and educational purpose. For those who underwent the danger and loneliness of a winter in Canada there was a shockingly high mortality rate. Scurvy, idleness, drink, disease and brawling were common. In some years the survivors were few. Certainly during the early days of the development of Canada there were many adult education enterprises. Not all were seeking solutions to problems as demanding as those of Champlain.

Some of the developments that followed the early era were University Extension Courses, The Workers Education Associations, Frontier College and Farm Forum. The success of most of these programs was based on their ability to satisfy the needs of their particular students. The following philosophy of St. Francis Xavier's University of Extension is typical: 'We must take and follow the opinions of the people themselves. For us, what the people most need to learn must be what they most want to learn." 'We are at your service", our educators must say: "Tell us how best we may serve you".

Adult Education has grown in numbers and complexity from the organization of the Canadian Association for Adult Education in 1935 until the present. In early times adult education frequently was remedial in nature. It consisted of classes to help immigrants or others to acquire a basic education or possibly provide an older person with intellectual or vocational skills he missed as a child. This image has changed and at the present time there are at least four major functions for adult education. They are (1) Remedial; (2) Citizenship and Political, (3) Vocational and Economic, and (4) Liberal and Humane.

A more detailed description of Adult Education is given by the Toronto Board of Education. In the opinion of the Adult Educators, the education of adults is a natural and a necessary continuation of the learning and the developing process which begins formally in the kindergarten and continues throughout life. It has for its purpose, enabling adults to function more effectively as individual citizens, as parents and as workers. It is not normally a programme of recreation, although it may respond to the need for organized recreation. It is not a programme of arts, crafts and busy work, although it may respond to such needs also. It is not a programme to provide a worthy use of leisure periods, although this too might well be an area of concern. It is not a programme designed to teach men and women ways of getting better jobs and earning a higher living, although this may, indeed, be a need to which Adult Education responds. Adult Education may be many things to many people. It has within its compass the ultimate in human endeavour and wants nothing more than to teach people to live more intelligently.

The remedial function is still very important. We don't know how many functional illiterates there are in Canada. There is no general agreement on what the term signifies, nor do we have sufficiently precise information. But the 1951 census reports there were 865,992 adults with less than a fifth grade education, and the average number of years of schooling was given as 8.2 compared with 7.7 in 1941. If these averages hold true for a city like Toronto, that would mean at least half a million adults who have grade eight schooling or less. Even if we assumed that the situation is somewhat better in Toronto, they have, in addition, the large number of immigrants who read or speak English imperfectly, if at all.

The remedial function, of course, shades into the vocational function. The tremendous technological shifts that are taking place in Canada (and all over the world) have meant that there are many fewer jobs requiring little or no education and training and many more jobs for which a higher level of competence is needed. About 70 percent of the jobs available in this country today are of a professional, semi-professional, technical or skilled nature, and only 30 percent of employment consists of semi-skilled or unskilled occupations.

It is in this last category of employment that most of those with less than a junior matriculation will find themselves competing, and if present trends continue, the problem will become worse as the proportion of unskilled and semi-skilled jobs in the economy decreases in the future. A plant manager recently indicated that before 1950 there were always twenty or thirty men in his plant called "sweepers", men with little or no education or training, but who, under direction of a foreman, kept the yard clean, and moved material about. Now this work is performed by two or three men with machines, but these men must be able to read written instructions as well as care for expensive equipment.

The remedial function of adult education will continue to be important. But what about the rest of our people. They are hardly among the elect, educationally speaking. In the face of what there is to know- what must be known, all of our people are intellectually underprivileged. Dr. Coady of St. Francis University used to say "if every man and woman in Canada had a university degree they would still need adult education." But it is an education of a kind, variety and quality for which the term remedial no longer has much relevance. Most of our people, for most of their lives, will be engaged in continuing education.

Continuing education is concerned with planned opportunities for the following experiences:

- to learn new and necessary occupations as present jobs become technologically obsolete.
- to acquire essential information about new scientific research and developments relevant to improvement in an occupation or profession.
- to learn essential facts about questions of health and welfare as they affect individuals and their families.

- to know and understand the basic political conflicts and dilemmas which underlie our national and international policy.
- to continue personal development so that every individual may further his intellectual and emotional growth throughout life.

The "terminal concept" of education must be buried for good. The provision of opportunities for adults is both socially and economically necessary. Society is run by adults, they are the bread winners, the teachers, the governors and when things go wrong, the soldiers. It is they who make the decisions, the quality of which will affect the nature of our life in the present and future.

Our first problem of the future will be to survive. It is not a question of the survival of the fittest; either we survive together or we perish together. Survival means that the countries of the world must learn to live together in peace. "Learn" is the operative word. Mutual respect, understanding, sympathy are qualities that are destroyed by ignorance, and fostered by knowledge. In the field of international understanding, adult education in today's divided world takes on a new importance.

It is now believed adult education has become of such importance for man's survival and happiness that a new attitude towards it is needed. Nothing less will suffice than that people everywhere should come to accept adult education as normal, and that governments should treat it as a necessary part of the educational provision of every country.[2]

---

[2] Eric F. Sandilands, *The Aims of Adult Education*, St Hubert Que, (Unpublished), 1969, p.9.

PART III

THE CANADIAN ADULT EDUCAND

The Adult student is not counted very accurately in Canada. Figures from the Dominion Bureau of Statistics, industry, provincial administrations, extramural training, and adult education societies differ vastly in their tallies, or even in their estimates. On top of this, the figures are from two to five years old. In 1956/58, an American study counted about twenty-five million adults undertaking formally-identified programs, just under a quarter of the adult population. In Canada, a comparable figure would be two and a half to three million, but it was probably a smaller percentage at that time. Now, there are probably between two and a half to three million adults actively engaged in identifiable courses. That is a lot of adults, when you add to that the fact that they are concentrated in the more influential sections of the society. But it is nothing to what is to come in the next decade, when the population bulge that has slowly inundated the formal schools begins to impinge on adult life and on adult education.[3]

Some of the problems encountered or stimulated by adult students come from the fact that they must undertake their learning as marginal students. That is, they study at institutions which for a variety of reasons are not overly concerned with them, and which historically have regarded provision for adults as an extra burden on their responsibilities to be treated as summarily as possible. Some of the problems arise simply because they are adults, and behave differently from children and youth, who have never known anything but school and family, and whose entire attention is preoccupied by these institutions. Our failure to distinguish between the two sets of problems is something that must be corrected very soon. If it is not corrected by the institutions, it will probably be corrected by the students.[4]

---

[3] Thomas, Ops cit, p 11

[4] Ibid, p 12.

THE CANADIAN ADULT EDUCAND

Adult students have a large probability of being part-time students. This part-time aspect engenders a variety of problems for teaching institutions, that only some have tried to solve. Atkinson College at York University is one example of an attempt to create a genuine student milieu for the adult, part-time student. Counselling services are beginning to be developed, and some other facilities. One of the questions that invariably present itself is, need the faculty be part-time, or must it be over-time? If some planning is done, if adult students are considered as valuable and welcome students, then the tired adult student who can be vitalized by learning need not be faced by the tired teacher or lecturer who has already done a full day's work. If we really want adult students, then surely the reverse should be true. The tired adult needs and deserves the most lively, sensitive, and energetic teacher. Curiously enough at the best of occasions, adult students and teachers of adults, whatever the time of day, often revitialize eath other.[5]

One group of statisticians states that in 1964-65 there were three million adult educands in Canada. Of these, sixty-six percent were in professional and vocational - including specialized, trades and agriculture. Eighteen percent were in health and social education, including marriage courses. Eight percent were engaged in the fine arts and other culteral subjects. Only eight percent could be considered as pure academic - at our high schools and universities. This figure has grown since 1965, but it includes academic courses as a small percentage of the whole.

The typical adult educand is male, married, 31 years old, has a secondary school education, and a middle class income. He is not normally unlettered, although it is estimated that there are 1,200,000 adults in Canada with less than a grade 4 education.

The distinction from other students over sixteen in arbitrary, and grows more so every day. On the one hand, it can be argued that all "students" over the age of sixteen are indicating greater and sometimes aggressive propensities to be treated as though they are adults, Indeed, the best solution to the problem may be to do just that. On the other hand, there are hundreds of thousands of adults in Canada who take part in well-organized, often long-term programs that do not lead to any form of certification, but to the satisfaction of being able to do something well, to understand something not understood before, to feel or experience something that was neither felt nor experienced before. Just how adult learning is translated into adult education is a subject for some necessary study. However, by concentrating on the problem of the formally-declared, self-conscious adult student, we can throw some light not only on his or her problem but on the problems of the teaching institutions and of the society as a whole. Almost by definition, the adult student is a person attempting to carry out his education in the hands of an institution the main purpose of which is the education of someone else. It is an institution which, by and large, has made only tentative adjustments to the fact that adults do not become less adult simply because they become students. Despite other more popular and dramatic preoccupations, this is the real educational crisis of the times.

---

[5] Ibid, p. 12

PART IV

STUDENT ORIENTATION

This part presents those aspects which can be selected to be of major adoptation to the adult student.

1. Individuality and Volition

No aspects of teaching calls for greater professional judgement than dealing realistically with individual differences in adult students. Placed at the ultimate edge of the conversion of our occidental civilization to existentialism, there is no need to put emphasis on this requirement to note and work with students specifically as individuals. Classes are made up of individuals, and we have to deal with a school full of individual learners, who sometimes meet in groups, but almost assume the mentality of a specific group. Downey's statement of the individual adult is that -

> "The individual learner is unquestionably the most important part of the learning process. It is the individual's search for self-realization, his quest for autonomy, which the process of education is geared to facilitate."

This is not Jean-Paul Sartre speaking, but Lawrence Downey - an American educator who worked in Canada. This perhaps could be improved by a closer association with Marcel, and less with Sartre. Individualism however is with this generation, both adults and youth. [1]

There is another set of circumstances that bear on every adult. The adult student is a voluntary student. The degree of voluntariness of course varies, and does so increasingly as adult education responds to new social demands. At the one end of the spectrum is the adult who is free enough in every way to take an evening class in motor mechanics, calculus, or art, for his own amusement and self-development. At the other is the student in an occupational program, whose redundant skill has forced him to re-enter training with government support in order to become once again employable. All adult students exist somewhere along this spectrum in terms of the freedom of their choice to engage in learning. At our worst in adult eduction in Canada, we tend to write off the first type of person as an amateur merely entertaining himself, and to ignore the special needs of the second sort because he has to be there. At our best we are making adjustments to the needs and potential of both, through slowly.[2] The point, however, is that no adult student is compelled by law to attend school; he attends only by circumstance and choice. The notion of "compulsory" adult education is one that crops up occasionally in Canada, and no doubt will again. Some people seem to find it impossible to separate the notion of education and compulsion.

---

[1] Lawrence Downey, The Second Phase of Education, New York, Blaisdell, 1965, p. 126.

2. Motivation

"There is no learning without motivation - the idea of learning existing without motivation is ridiculous." This is the correct adult view of the incentive to learn. Examples of how this is necessary in our individualisticly attuned educational world are the large growth of Adult Schools. It is also said that motivation is the antocedent of learning. One then progresses into the idea that the teacher's task in assisting students to acquire worthwhile motives, and in activating the student to follow through on his motives, is one of the most difficult and important teachers roles. Motivation is used in adult education only as an adjunct to other areas - to assignment, emphasis, punishment, or review.

---

[2] Thomas, *op cit*, p. 14

3. The Nature of Change

The Hall-Denis report has indicated that the only stability experienced by many students to-day is the constancy of change. If this continues, and it shows no sign of stopping, then all types of education, including adult education, must at least come to terms with change itself. We must establish the guidelines of the direction of the educational process, the image of the dynamics of learning, and of evaluation of the outcomes of change. Basic ideas and proposed inovations can then be viewed from a moving, rather than a standing position in adult education.

While this as a philosophical idea is admitted as a requirement for adolescent education, it is normally not spoken of in adult education. Yet its connotations must be examined, as adults are required to live in our present society, and must adopt to it.

4. Adjustment

Students have always faced this problem. Learning Academies were normally at some distance from their homes; languages and patois differ; values vary Not only with geography, but also with age and become more difficult with advancing years.

Much of "back-lash" by students may be traced to incorrect, insufficient or inept adjustment. This is borne out by the Utah Vocational Board's findings on Escape from Training due to Maladjustment. The following varieties are used from their adult vocational institute.

1. "Let's-do-something-anything" response:

   I can't stand this any longer. Why don't we get on with it. Nothing is happening. I don't see anything going on.

   (Thus I can avoid looking at what is happening now.)

2. "We-need-a-leader" response:

   We need someone to organize us and give us direction, to phrase the questions, to keep us on the track. This is so complicated and difficult and we don't seem to be getting anywhere.

   (Thus I can avoid the responsibility of helping to organize the group's action.)

3. "I-love-to-watch-these-others" response:

   This is terrific, it enables me to watch these other people and the interesting reactions they have to all these situations.

   (Thus I can avoid looking at myself and at my own reaction to it all).

4. "Fine, but-it-doesn't-apply-to-me" response:

   I'm different. I'm not going to be a leader. This doesn't apply to my situation. I don't work with people.

   (Thus, I can avoid looking at my own situation.)

   (This is a variant of ....)

5. "Fine, but-out-group-is-different" response:

   This may work for children, or for club women, or for psychology majors, or for mature, disciplined and trained groups, or for people with a background, or for inexperienced people, or for whatever we aren't -- but not for us because we are somehow different. (This provides us with a convenient rationalization. The data show that "it" works fairly well in some situations, not in other -- but with all groups.)

6. "Isn't-this-fun?" response:

   This is all so wonderful and fun and good for us. I'm sure we are learning so much!

   (This enables us to avoid looking carefully at what is helpful when and what is not useful for certain purposes.)

7. "Same-old-stuff" response:

   I've seen and heard all this before. This is the way I've always done it. Or..."The way we did role-playing in Schenectady was...". Isn't this the same as group work, or speech education, or just common sense?

   (This enables us to deny its importance and to avoid seeing anything that is significantly different or to learn it even if it is the same.)

8. "We-tried-this-once" response:

   I already saw role-playing, we have already tried this We have already read a book. There is nothing more we can learn from a deeper penetration into the problems or the technique.

9. "We-need-evidence" response:

   It sounds good, but has research really proved it?

   (Actually, most methods and ideas are but hypotheses, more or less tested, more or less proved. This attitude helps us to avoid trying anything but the very few methods that are "tried and true" and traditional and have been used for years.)

This is related to ....

10. "Let's-be-objective" response:

Let's not look at emotions, feelings, perceptions. We need "facts". I just can in here to get the facts, to find out if "group dynamics" is really scientific. Let's avoid looking at or dealing with anything we can't be completely objective about.

(This enables us to avoid looking at practically everything that is significant.)

This is not too different from ....

11. "We-want-theory" response:

We are graduate students. Only youngsters learn from experience. We don't want to learn techniques or be especially practical. We want theory. These other people are so young, or have such frivolous concerns, or aren't really interested the way we are - they really don't give the background. Or - I just came to watch because I'm interested in the theory of group dynamics.

(This enables us to avoid getting involved ourselves and hence avoid training or looking at ourselves or our own response to it all.)

12. "It-surely-can't-be-us" response:

It must be that the group is too large or too small, or that the room is so inadequate, or that the lights are bad, or that we don't meet long enough or often enough, or that we have too many people with too varied backgrounds, or that we have too many problem people, or ....

(This enables us not to look at ourselves or examine the real barriers in our group).

13. "I'm-awfully-busy" response:

I have so many things to do, so many courses to study, so many exams I have to study for, so many meetings to go to, so many important responsibilities, that I just haven't time to read or study for the activities of this group - though, of course, I'm really interested and when I have time ......

(This allows us to escape from too close an examination of our group or ourselves. We probably have time for anything we want to do badly enough.)

14. "Poor-little-me" response:

Why doesn't he tell us. He is the expert. We need an expert to come in to tell us what is going on. We really don't know enough, haven't enough background, aren't ready for this kind of learning, aren't mature enough, don't have the technical background. The vocabulary is too esoteric. The books are so technical, and so big!

(Thus I don't have to try to read or understand or stretch my mind.)

15. "Let's-be-practical" response:

Let's get down to brass tacks. Let's not spend too much time on theory or sensitivity training. I don't need sensitivity training, I can see what's wrong. I just want to know what to do about it in read life.

(This enable me to escape looking at anything but the immediate practical situation I face back home. Thus I can transfer nothing. Actually there is nothing so practical as a good theory which will predict what to do in most practical situations if I really understand the theory.)

16. "Why-doesn't-somebody-do-something" response:

This is a variation on theme numbers (1) These other people should think of something to do to get the group out of this. These people are incredibly stupid or lethargic or incapable or thoughtless. Not me, or course, I'm just along for the ride. Probably, of course, I could be a Moses in the wilderness if I wanted to try. But this doesn't occur to me.

(This enables me to absolve myself of any responsibility for group direction, involvement, problem solving, or learning.)

17. "We-are-wasting-time" response:

We aren't doing anything. Nothing is happening. I want things to happen fast.

18. "Let's-waltz-around-again" response:

Let's go around the group and tell each other about our background and what we think of the situation. Let's all look at us as individuals.

(This prevents us from having to look at ourselves as a group, and at the process as group process, rather than as individual behavior.)

19. "I-love-looking-at-myself" response:

Let's just tell all about ouselves. Looking at ourselves is such fun and it's almost as good as a good over-the-back-fence session or a trip to my psychiatrist.

(Self-analysis is healthy and profitable and is necessary for group action - but too much of it prevents us from looking at the group, objectifying our problems for solution, and setting up an adequate training situation - which is our real job in the training group. Self-analysis is also fine if we have objective tools for such a process).

20. "Why-change-me" response:

I'm doing all right as I am. Why change me? If I played a role or paid a compliment that I didn't "really" mean, I'd be prostituting my real self, the real me. I'd be untrue to myself if I changed. Or -- I've always got along all right. People like me. I have fun. "To thine own self be true".

(This enables me to escape even looking at the problems, or trying out a new way of behaving that might be an improvement.)

21. "I-can-point-to-the-escapes-all-these-other-people-use" response:

I can see all these other people using these mechanisms.

(This is a special garden variety escape that the "expert" uses to avoid looking at himself).[3]

5. Physiology

First, there are some physical problems. These are partly a result of simply growing up, partly a result of the normal situation of the adult student who studies during his spare time, usually after a full day's work. With respect to the former, variations among adults at any particular age are as great as between age groups, but it is safe to use the normal standards related to hearing, sight, and vital capacity. As people grow beyond 25 or so, hearing, sight, and energy in general do decline and may be particular problems if learning is tacked on to an ordinary day's responsibilities. It takes a real insight into the curious qualities of learning to realize why so many adults engage in some harsher demands of formal education so willingly and acquit themselves so well.[4] Nevertheless, it is true that such matters as physical facilities, light, heat, stairs to climb, and duration of classes, some comforts such as soft chairs, coffee breaks, and the like should be considered. We are infinitely more careful of the young with the measured amounts of foot candles and all that, who probably need such care less, than we are of adult students. Given the determination of the great bulk of adult students presently identified, these problems are minor; but if we want more adults learning, we are going to have to exert more care.

---

[3] Utah State Board for Vocational Education, *Common Varieties of Escape From Training*, Salt Lake City, (Unpublished), [1968], p. 4.

But of greater consequence are the psychological aspects of the adult student. These can generally be considered under the general term of "attitude," and include attitudes to school, education, study, and institutionalized forms of learning; attitudes to self and that self's ability and right or freedom to engage in learning. From an abstract or general point of view, the ability of adults to learn seems to vary as much as that of any child. Other than the fact that adults seem slower in their reaction time, and find greater difficulty with memorization, there is no evidence to indicate that any adult is less able to learn any particular thing than at any other age. On the other hand, the greater experience of adults seem to work both ways, both positively and negatively. The adult student will have learned something about learning, and more particularly about himself learning.

---

[4] Thomas, op. cit., p. 11

He will also have acquired some of the general social attitudes that exist towards adults-in-school. There used to be a good deal of embarrassment to be suffered by adults going to school when schools were so obviously places for children. There was a sense of failure, of having to start again, of being dumb or stupid, all summed up in the now-disappearing phrase "going back to school".[5] In short it was a retreat. These attitudes are now fortunately disappearing, though in rural parts of Canada they are still held to some degree both by adults and institutions.

6. The Psychology of Work

Work must be undertaken primarily to safisfy basic human needs. If these needs could be satisfied without work, comparatively little work would be done, as homo sapiens will always take the simple and easiest way. Adam had no requirement to work before he was expelled from the Garden of Eden. In the world that existed until recently, work was the only way (excluding crime, savings, investments, or an inheritance), to satisfy our basic needs. Work in the past was at least as boring and monotonous as what it became after the industrial revolution. In fact it has been asserted that in modern society there is far greater scope for skill and craftsmanship in work than in any previous society. The still viable consequence of the Protestant ethic in our society continues this philosophy of work - the notion of work as a calling; and obligation to family, society, and self-respect, (if no longer to God).

Yet is this the only philosophy on work that adults require today? Is it necessary to believe solely in: "with toil shall you eat all the days of your life; in the sweat of your brow shall you eat bread"?[6] A more recent approach is that work can be a pleasant activity. Work may be a pleasure. In this approach, work becomes the natural exercise of the body and mind. Until recently this was the definition of non-work, or play.

---

[5] Thomas, *ops cit*, p. 12

[6] *The Bible*, King James Version, 3:17-18.

In 1954 S.W. Ginsburg wrote on the Satisfactions of Work. He attempted to collate the total credit balance of work. Morse and Weiss extended this the following year to infer that a "middle-class" occupational attitude wished work intellectually as well as physiologically. They stated that we were now undergoing a change to the old established philosophy of work in that the work day was being shortened and people were retiring earlier. The solution suggested was that workers should now develop a means to gain the same feeling for non-work as they now obtain for normal work. A reverse to this, however, was not as yet suggested. On the other hand "worker-class" occupations accept work for economic and sociological needs, and are likely to continue doing so.[7]

The problem of opposing work philosophies was presented in minature with Patterson's article on Attitudes toward Work.[8] The traditional prognosis of work as a penance of sin, compared to work as a pleasure. Patterson states that an adult now no longer requires job satisfaction. He can now change his attitude at the same time that he changes clothes on return from work. Again he brings up the problem of vocational choice. While allowing that 80% of workers are satisfied with their work, the number increases as one progresses from professional to labourer. Brown in his article in the Harvard Business Review also highlights these areas with similar doubts on present day methods of vocational choice.[9]

The two opposing philosophies of work were again discussed by HG Maule in his article - "Work-Pleasure or Penance"? written in England eleven years

[7] Nancy Morse and Robert Weiss, "The Function and Meaning of Work and the Job" in American Social Review, 1955, p. 192.

[8] C.H. Patterson, "Attitudes Towards Work" in Vocational Guidance Quarterly, 1959, p.

[9] W. Brown, "What is Work" in Harvard Business Review, Sep 1962, p. 126.

after the war's end. He talks of almost full employment with the resultant demands for better working conditions. Maule states as one condition that a better vocational selection become available. "If workers were offered the chance to choose a career over again - 80% would change their occupations".[10]

Robert Ewan found that the major determinants of job satisfaction (satisfiers) were work itself, responsibility, and advancement. By checking them as opposites however, he found that their role in producing poor job attitudes was by contrast, very small. Contrarywise the major job dissatisfiers had little potency to affect job attitudes in a positive direction. These findings were in direct opposition to the traditional idea that a given variable in the work situation can cause both job satisfaction and job dissatisfaction.[11]

Joseph Kauffman states in 1967 that the role of students must be seen now as an occupation. The meaning of work has undergone a drastic change in the past few years. The physical difficulty of work has been eliminated as a measure of its worth or status.

Finally in 1968 Richard Quey gave modern definitions of work under the philosophies of our times. These definitions range from a small group continuing to insist that "Work is Virtue", to the modern "Work is a purposeful mental and physical human activity which deliverately points beyond the present by creating economic products or values to be consumed in the future". This is in variance to play which does have purpose, but creates no future value; and in contrast to random activity which is without purpose.[12]

A final definition which appears to fit the 1970's defines Work as "those activities required to sustain society in the present, and to enhance social movement into the future".

---

[10] H.G. Maule, "Work - Pleasure or Penance?" in Occupational Psychology, 1956, p. 235.

[11] Robert Ewan, "Some Determinants of Job Satisfaction" in Journal of Applied Psychology, June 1964, p. 162.

[12] Richard Quey, "Towards a Definition of Work" in Personnel and Guidance Journal, Nov 1968, p. 225.

To summate, the following have been noted and commented upon in connection with adults:

a. Work is physically less demanding and monotonous at present than in the past;

b. There are presently both negative (work is toil), and positive (work is pleasure) philosophies;

c. The number of possible vocations is also increasing at a tremendous rate;

d. The number of hours of "work" is decreasing;

e. The difference between work and leisure is decreasing;

f. A large percentage of our present work force would choose a different career if offered a chance;

g. The degree of dissatisfaction varies inversly with the social class involved;

h. A new occuption of "student" is postulated;

i. The individuality of both work and jobs is being undercut by modern computers and technoligical science;

j. The definition for work is changing from a previous protestant ethic to one that ensures the continuance of society as it exists at the present.

The need to utilize the positive attitude toward work must be recognized if we are to ensure that adult education is acceptable to society, and if the educand is to educate himself.

7. Study Habits

This is one of the greatest problems facing adults today, and possibly accounts for more failures than any other reason. Yet it is seldom mentioned in any articles or books on adult education. This is possible the largest area of student and classroom problems that has been abrogated by our educational writers. Luckily not all teaching groups are blind to this area. Both the U.S. and Canadian Armed Forces give high attention to the establishment of good study habits. The following is the conclusion from a chapter on Study Habits used by the former RCAF Colleges and Schools:

> "If we can help some of our students form good study habits we may be doing more for their future than when we help them learn the content of the course we are teaching." 13

Luckily many schools for adults are attempting to meet this requirement through their own resources. This area needs to be strongly emphasized.

8. Discipline

The cause of disobedience in society today appears to stem from one of two causes. Either we do not know how to direct our adults as students, or we have not taught them to respect at least the minimum of regard for tradition and the teachings of the past. Change is healthy and good, but too much of it will act as a poison. An emphasis on one of the major traits of leadership - discipline - in still very much of a requirement of adult education. A return to the discipline of the earlier times is neither desirable

---

13 School of Instructional Techniques, *Study Guide*, RCAF, Centralia, Ont. 1961

nor practical. A renaissance of its best virtues however is required, and altered to fit the late twentieth century, it is a necessity.

Military discipline is normally the only type of discipline discussed today. Let us however ascertain how Dr. Samuel Johnson defined discipline in his first dictionary:

> "Discipline - education, instruction, *Spencer*; rule of government, *Hooker*; military regulation, *Shaksp*; a state of subjection, *Rogers*; anything taught, arts, science, *Wilkins*; punishment, *Addison*.[14]

Note that Dr. Johnson gives the most ancient meaning of the word to instruction, and leaves Shakespeare to bring up military discipline, and at a later date. Within memory of living men, Education has changed from the old system of well organized, standardized, and with a long establishment of precedence, to the new system of granting a large liberty of experiment, and acceptance of less uniform results. Johnson's "discipline" has been replaced by Kant's "dictum of Self-Discipline".

In the profession of adult educators, discipline is still a practical day-to-day reality. It is up to us to maintain it by establishing a working climate in which adult educands want to respond to discipline. With few exceptions, people prefer to be part of a well trained, productive working unit, rather than one in which leadership is lax, rules are disregarded and standards are so low that there is not incentive to achievement.

The following are the five historical categories of the word "discipline":

---

[14] Samuel Johnson, *a Dictionary of the English Language*, London, (unknown) 1759, (Revised Edition 1827), p 292.

- Instructive - to educate, to learn
- Vindictive - "The King can do no wrong"
- Retributive - Hammurubi - "An Eye for an Eye"
- Deterrant - Fear holds one back
- Prophylaxis - correct the root of trouble.

Both the first (self discipline), and the last (corrective discipline), are useful in adult education, but self-discipline is definitely superior.

When an adult student is persuaded by words or by example that self-discipline is in his self-interest, he will look upon the teacher as a leader, and not as a military policeman. Over the long run, sound discipline can never be secured successfully by a code of "Do not" regulations. Any teacher who relies solely on punishment discipline is putting a tremendous burden on himself, and is assuring both he and his staff with a full time job of watching for the breaking of each non-amendable regulation even in adolescent schools. In adult schools this philosophy is ruinous.

Regretably, teachers cause most of their own disciplinary problems. The problems are usually created by inconsistency. Students do not know what is required of them in given situations. It is necessary to be very clear and reasonable in setting requirements; having done so, it will be necessary to insist that demands be met - without greatly changing or negotiating them. Recent studies indicate that consistency appears to be more important than either severity or laxity.[15] An attempt for self-discipline from adult students is the final stage in instruction. To reiterate, discipline is a method of instruction - or of teaching. In the adult educational system it must be positive, advance the ideal of both group and individual freedom, and promote self-control, while halting chaos.

---

[15] Karl Garrison, "A Study of Student Disciplinary Practices in Two Georgia High Schools" in Journal of Educational Research, 1959, Vol 53, p. 156

9. Evaluation

Almost all of the difficulties and the promise of adult eduation can focus around this issue. Many of our practices in this matter emerge, of course, from a system based on dependent non-adult students whose evaluation is performed by an "authority" and communicated only within a system or to parents. The entire system has been based on a sense of "preparation" for performance in a distant future where the student must deal alone with a series of institutional evaluations. With the adult, the situation is quite different. For him it is a matter of self-evaluation, and now not in some distant future. Even if the course is a three or four-year one, he must make continuous decisions about whether to continue, and he must be able to justify those decisions to others. Another way of saying this is that when an adult leaves a class session he makes serious decisions about all parts of his life, right then, not years later. Any or all of these decision will be affected by their experience in that class; indeed, they ought to be if the class is itself effective. All of this means that the adult student's need for help in evaluating his performance is continuous. His persistence in wanting constant evaluation is justified. He has a right to know how he is doing. What's more, he has a right to explain why he might have done badly at one time or another - a sick wife or child, unusual occupational tensions, or some other acceptable "adult" reason - and he has a right to another chance. All of these considerations put unusual demands on instructors of adults. They do necessitate a reasonable access by the student to the instructor, more participation by the student in the procedure of evaluation than has traditionally been the case, and in general, more two-way communication between the student and teacher. Some instructors of adults feel threatened by these demands and need a good deal of assistance in reducing their own anxieties. What is interesting is that these demands are quite similar to those being made by university students interested in educational reform. The increase in numbers of adult students will do nothing to reduce these tensions.

10. Conclusion

We have dealt so far with some of the aspects that bear on the adult student as a student, arguing that the adult does not become, nor necessarily feel, himself to become less an adult simply because he becomes a student. By implication, we have argued that nothing should exist in the educational system in which an adult participates that compels him to surrender his integrity as an adult. Such things undoubtedly still exist in Canadian education, for a variety of reasons.[16] The point is not to find someone to blame, but to eliminate such factors.

---

[16] Thomas, op cit, p14

PART V

PROJECT ORIENTATION

This part encompasses some areas of Education for Adults in Canada that are specific to Adult Education, and can be thought of as specific continuing projects.

1. Retraining

A group of attitudes relates the adult's attitude to the teaching institutions based on his previous experience. If school for him or her was a frustrating, incomprehensible, disappointing experience, as it undoubtedly has been for many of the "poor" in Canada, then the return to it as an adult will be accompanied by very mixed feelings. It will have required some exceedingly maturing experiences to induce a belief that an institution that was not helpful before will be helpful now. Some adults do have this sort of experience, but many return to school nowadays because there is nothing else to do. They cannot find work and to survive must seek help under such schemes as the Occupational Training Act -- the Manpower Scheme. Many adults don't realize they have these attitudes and manifest them only indirectly.[1] For the teaching institution, understanding and exploring such attitudes is a prime necessity, one that is only now being planned for.

Upon entrance into a course, the adult learner must re-orient himself to a new life. His job has changed, for now he must work as a student. Now he will receive instruction, not give it. He will obey the wishes of a person, the teacher, who may be his junior in age. The subjects learned may not seem relevant to his expectations, but he must never lose the light of that goal -

---

[1] Thomas, op cit, p.12

his future.

The majority of the group participants had discussed with their families, the seriousness of returning to school. The families and friends have given their advice and encouragement. The adult educand re-entering this type of educational program is seldom able to decide entirely by himself, as he is normally no longer single. The adult learner identifies his role in his new group, and is clearly aware of the feeling of belinging which he soon learns to share with others. One fifty-five year old student at Algonquin College in Ottawa summed it up by saying "I was afraid to finish my schooling here and go into the working world. This is the first place where I have felt needed, in many years". In groups that have been in Retraining for over six months, there is a drawing away from personal friends and family identity, with more emphasis placed on friendship with other students, and identity with the role played by the student belonging to the group.[2]

Another similar type of program recently took place in Toronto with a course of retraining for nursing. In the early stages of the Quo Vadis School of Nursing, a revolutionary school allowing older women who have raised families or done other things, to become registered nurses, the single most important problem was the belief of the women that they couldn't learn the "textbook" material to which they were exposed. It is true that they experienced great difficulty initially, simply because they were out of practice. While they had raised their children or held jobs and fulfilled all the other adult roles, their perceptions and memories had been trained to notice and record, even to recall, different things, or at least to do so in a different way. They had forgotten how to go to school, and the attendant skills had grown rusty. In its turn, the school had to accept the fact that there are other ways to learn,

---

2 A. Black, *Introduction to Algonquin Retraining Centre*, Ottawa, (Unpublished), [1963], p.3.

and that learning or relearning new ways to learn is an important stage for the adult student. Fortunately, in the case of the Quo Vadis experiment,[3] a reasonable amount of mutual adjustment took place. Partly because it was a school totally concerned with adults, it was able to respond to the many practical things these students excelled at, and to maintain patience and offer help while they retrained their learning styles. Needless to say, almost all of these women became first class nurses, and new ones are doing so each year. What has to be remembered and somehow included in any teaching program for adults is the awareness that school is a special environment requiring particular, identifiable skills and that the adult needs time to re-acquire these skills before he is confronted too dramatically with the substance of his endeavor. It's not overwhelmingly difficult to do this, though for a variety of reasons we have not often tried very hard.

2. Community Projects

One of the new and exciting areas of Adult Education are projects to alter both environment and people through community projects. Many agencies are active in this ares, the closest and one of the largest institutions being Algonquin College in Ottawa. Various agencies of government however also work extensively in this field. One project that is well known and could be considered typical was the attempt to assist a community to resettle from Fogo Island, Newfoundland.

The Fogo Island experiement has been described in a National Film Board publication "Fogo Island Film and Community Development".

---

[3] Thomas, *ops cit*, p.13.

PROJECT ORIENTATION

This describes the activities of both the University and the Film Board on Fogo.

THE FOGO EXPERIMENT

The following steps occurred in the evolution of the Fogo Experiment:

1. The film-maker, who was a stranger to Newfoundland, was recommended to certain areas of Newfoundland by the community development agency (Memorial University's Extension Service). At that time the film project was to be related to an examination of some of the dimensions of resettlement in the Province. It was conceived that the film-maker should be exposed to the spectrum of resettlement problems and possibilities.

He visited Newfoundland communities which had been resettled, which had applied to be resettled, and into which resettlement would take place. He also was taken to an area where government plans related to development were obscure and where there was growing conviction among residents that they were being frozen out of the area by deliberate government neglect. The area is known as Fogo Island. On Fogo Island, in large part because of the active interest of the University's community development worker for the area, an Improvement Committee had been formed and was active. It has been pre-arranged that the visit of the film-maker would coincide with a meeting of the Island's Improvement Committee, a voluntary organization comprised of representatives of most of the Island's ten communities.

The University Extension Service and its area community worker had recently organized important meetings on Fogo Island, at the request of residents, to examine some of the Island's problems and to seek solutions to them. At those meetings, discussion had taken place about some of these issues, including formation of a producer's co-operative for the island. At one such meeting the film-maker was introduced and some of his documentary films were shown.

PROJECT ORIENTATION

It was decided that Fogo Island would be the "community" examined on film. Arrangements were made for the return of the film-maker to Fogo. It was mutually agreed that it would be essential to have the services of the community worker available to the film-maker throughout the whole of the project.

The main issues appeared to be:

A. The people were not organized adequately to help themselves. While they could and did express strong criticism of actions taken by "power" agencies - which they considered wrong - they were aware that some of their problems were helped along by their own indifference and lack of knowledge and experience.

B. Their fishery was inefficient and wasteful. Many fishermen had to throw away substantial portions of their catch because there were no processing facilities for those species on the island.

C. Fishermen were confronted by abrasions caused by the introduction of new technology - trap-skiff (small boat) fishermen were trying to compete against neighbours who had recently built longliner (intermediate-sized) fishing boats. Longliner operators caught more fish and were said by trap-skiff fishermen to be interfering with traditional fishing areas.

D. There was consensus that governments appeared not to care about the wishes of the people; an example was that planning for Fogo Island was said to be done off the island without local consultation.

E. There was a preponderance of able-bodied relief on an island whose surrounding waters provide a substantial resource base. (One of the weaknesses of the experiment became evident here, and will be rectified in future; all discussions on relief took place with persons who were not relief recipients. The relief issue, as it exists on film is, therefore, incomplete.

The film-maker found it impossible to locate people on relief who would speak freely without being in danger of being humiliated by the stigma attached to relief if he appeared on film before members of the island's population who do not receive relief, who are proud of the fact and also bitter that despite the fact they work very hard do not have economic advantages superior to relief recipients.

F. A denominational school system throughout the area was creating serious educational problems. There was duplication of school facilities, school facilities were increasingly inadequate and teachers increasingly harder to come by. Although denominational education has always been part of the tradition of Newfoundland, some school boards are seriously questioning its continuance. Such is the case on Fogo, but strong local feelings held by some people are preventing action. This same problem has been resolved elsewhere in Newfoundland.

Fogo fishermen, since 1969, have formed a fisherman's co-operative with more than 350 fishermen members. They stand the possibility of making serious mistakes, which have been made in other places by other fishermen. The University's community development film unit will be filming extensively in the Maritime Provinces this autumn, working with fishermen in co-operatives there. Their mistakes, their problems and the ways in which they have developed strong fisheries co-operatives will all be filmed using local people most directly concerned, and most easily identified as sympathetic persons by the Fogo people. The film materials will not only be available to fishermen on Fogo and other parts of Newfoundland, but will be distributed extensively throughout other parts of Canada where there is an interest in fisheries co-operataves.[4] Such distribution will best be done through experienced community workers. This is only one community project, but serves as an example of what is possible in this area.

3. Recreation

A definition of Recreation might be: "The education of the public to use its leisure time to the best of its advantage".

Organized recreation and adult education are now recognized as integral parts of any total educational program.

For adults the difference between recreation and education lies in the individual's reason for participating in an activity. Thus the same leisure time pursuite may be recreation for one person, education for another or a combination of the two for others.

What is the function of any school in providing a recreation or leisure time program for the adults in a community? Schools are not primarily recreation agencies. However, the development of the individual must involve attention to leisure as a part of daily living. Therefore, all schools have an obligation for recreation. Also suitable facilities, adequate equipment and qualified leadership are available through many schools.

It is generally agreed that there is no one authority that is best suited to administer the recreation program. Practices reveal that recreation is usually administered by: (1) a separate recreation authority, (2) the park department, (3) the school administration, and (4) in more recent years, a combined department of parks and recreation. To a lesser degree, other forms of

[4] CK Boland, *The Fogo Island Experiment*, Ottawa, (Unpublished), 1970, p.19.

managing recreation are utilized. Conditions in each community differ, and it is important to weigh the several factors that might possibly affect the ability of the previously mentioned authorities to administer the program successfully.[5]

Whether the adult schools take over recreation programs or act within the framework established by municipalities and park departments, it is important that widespread community support be created and lay participation very much including adults both teachers and students be initiated in the form of opportunities to serve on boards, committees, or in other volunteer capacities.[6]

4. Independent Study

The idea of independent study for students in tertiary schools originated as a possible innovation in the system in the first printing of "Guidelines to Curriculum Development and Organization" This article devoted four pages of this publication to describe a concept that was flexible enough that it could easily be adapted by the individual school to suit its population. The Community Colleges did in fact accept the concept as a good one and started to plan for implementation.

The basic philosophy of Independent Study comes from secondary schools and assumes the concept that learning takes place on an individual basis. This concept of course is nothing new to educators. However it is found in surveying the literature in the planning stages of our programme that most, if not all, the schools who made use of a similar independent study programme restricted it to the academically competent and mature students. It is felt that the programme could apply to all students in tertiary schools, at least on a trial basis. The element of certain freedoms was also to be incorporated in the underlying philosophy.

---

[5] Carlson Reynolds, TR Deppe and Janet McLean, *Recreation in American Life*, San Francisco, Wadsworth, 1963, p.89.

[6] C-L. Veilleux, *Adult Education and Recreation*, Ottawa, unpublished paper, 1969, p.10.

This program then basically provides the average and mature student with facilities that he may choose to use in order to study in breadth and depth in an environment where he can conduct his studies at his own pace and according to self-direction and self-responsibility.

The quiet study area is directly connected to a Library. This area is not supervised but a total silence must be maintained. Resource material from the Library may be brought into this room without restriction of movement during the period. Total silence is not a condition for attendance in the Library itself.

A Supervised Study Room is exactly what it is called. The supervisor ensures that total silence is maintained at all times and that students are not wasting time. This is a place where projects are done and directed study is undertaken.

This concept of independent study has been tried at some Community Colleges and appears to have been invented for mature students.[7] It should be extensively increased in adult education.

5. Special Projects for the North

Coral Harbour is an Eskimo community on Southampton Island, at the mouth of the Hudson Bay. Coral Harbour has a population of approximately three hundred Eskimos and about 20 whites, including children. The community includes a Hudson Bay Company store, two missions, a nursing station operated by the Department of Indian and Northern Health Services and the Department of Indian Affairs and Northern Development operations. This chapter will be dealing with the development of adult education in this particular settlement, a community seventy miles south of the Arctic Circle in the North West Teritories and possibly typical of our North.

---

[7] Gilles Métivier, *Report on the Implimented Indipendant Study Concept at Gen-Vanier School*, Cornwall, Unpublished Report, 1969, p. 14.

The term "community" has undergone a profound change in the North during the period in which the education system of the Department of Indian Affairs and Northern Development has been in operation. The traditional Eskimo settlement previously was a small camp, temporary in nature, comprising a handful of families usually closely related one to another. The locale of the settlement would change from time to time depending on the vagaries of hunting, fishing or trapping. Within the past decade there has been a pronounced trend towards living in larger urban settlements with abandonment of the traditional small hunting settlement off in the wilderness. This trend has become most pronounced in the past three or four years since the advent of housing schemes for the Eskimo and the widespread adoption of the motorized tobbogan for transportation to and from the hunting grounds. The school itself has been not the least of the influences bringing about this trend towards urbanization. Social change is, without doubt, moving at a challenging pace in the north. The majority of adult Eskimos are without schooling that gives other Canadian citizens a normal background to meet daily situations, to make decisions based on schooled experience and judgment, and to adapt to their swiftly changing environment.

There are many reasons why the adults lack schooling. As long as their lives centered around trapping, hunting and fishing and they could obtain materials in return for their catch they were satisfied. When the churches introduced schools the people were reluctant to send their children. It is no reflection on the mission schools that the children on returning home, soon forgot what they had learned: they found little opportunity to use their newly acquired book learning and little encouragement from their parents. There was a dearth of printed material so there was no incentive to go on reading and learning.

Ninety percent of the compulsory school-age children are now in the classroom. This is also having an effect on the adult population. A gap is rapidly appearing between the child and his parents and the parent is becoming dependent upon the child for interpretive and translation services. The parent cannot always comprehend what schooling is-for,and to their child.

The adult Education program is comparatively new; it has been a case of selling the ideas as part of the concept of a total education scheme for the Eskimo.

In the Arctic District "Adult Education" is still a young and very tender plant. The first field position in adult education was established in 1963. In November of that year an Arctic District Superintendent of Adult Education was recruited. In the fall of 1966 a Regional Supervisor of Adult Education for the Keewatin Region was appointed. A year ago an Eskimo man from Coral Harbour started working in Churchill, Manitoba as a trainee-assistant. He has developed an Eskimo-English newspaper which is distributed from Churchill to the settlements in the Keewatin. There has also been an Area Adult Education Specialist (a former teacher) hired who will be stationed at Rankin Inlet. His first trip to Coral Harbour was to find out what recreation facilities the people would like. This is a new arrangement where the people in the settlement pay half and the government of the North West Territories pays the other half. This includes field trips or team tournaments transportation and the like.

So, it can be seen that until quite recently, the Adult Education program has not had the kind of consistent contact with the field which would allow the development of a cohesive and comprehensive program that would be effective in this settlement as typical of a Northern community.

The Adult education division of the Department of Indian Affairs and Northern Development (at that time) gave its major contribution when it produced the first "package courses". The texts commonly used in southern Canada or the United States to teach English as a second language have not completely met the requirements of the northern people. Experimental use of such materials indicates that with these people interest diminishes after a few lessons because much of the material is beyond the first-hand experience of the Eskimo. To meet this shortage of suitable materials a beginning was made on the preparation of special courses for adult classes. The first to be prepared was a 10-lesson course on the "Northwest Territories of Canada". A kit of teaching aids was assembled to minimize the preparation (adult classes are usually conducted by teachers over and above their day's work with children). The kit contains maps, filmstrips, pictures and a workbook. The workbook is made up of simple statements using a controlled vocabulary; space is provided for copying vernacular translation. Exercises in lettering are included and consist of three or four new words for each lesson. The lesson outline suggests various techniques to change the pace approximately every 20 minutes: this is calculated to ease the tensions that build up when adults are striving to learn.

The material here was presented to them in their own language and English was taught incidentally and as a second language -- opposite to the method used with the children.

All the materials used were of direct interest to the adults. The adults were usually introduced from three to five words each time. The whole book was written using 68 basic words and was translated into Eskimo and the people wrote it down. They also wrote it in English.

PROJECT ORIENTATION

The first successful step has been taken and perhaps will generate an interest in learning to read and write especially now that some of the fear has been removed from the idea. One does not need to stretch the imagination to envisage the great significance of this. The achievement of functional literacy allows the adult to participate in further education or training, to gain employment, albeit at a low level, to read instructions permitting him to operate machinery or motorized vehicles, engage in commercial transactions and participate in political activities.[8] He can enrich his mind by reading. He can travel to other communities with greater self-confidence if only because he can read safety rules or traffic signs to avoid accidents. For employment in any significant enterprise it is a first essential. Not the least important are the psychological benefits resulting from the enhancement of his status, and the boost to his self-respect he gets by mastering a process formerly monopolized by the White man.

---

[8] J K Deever, *Adult Education in Coral Harbour NWT*, Ottawa, Dept. of Indian Affairs and North Development, 1969, p. 13.

PART VI

TEACHER ORIENTATION

This part attempts to group together areas that are closely allied to the teacher of the adult educand.

1. Adult Educators

It is time for us to ask ourselves who are the adult educators in Canada, and what purposes we really serve. An avalanche of learners has swept over the formal systems in the past lively years, indicating that many have learned other than what that system intended to teach, particularly about itself, and that they do not mean to keep still about the contradictions they find. This tidal wave is just about to enter the arena of adult education. Not only will a higher proportion of them become immediate and persistent participants, but one guesses that they will be less diffident and grateful than students of the past. They may force teachers to live up more openly to the challenges and responsibilities of learning than we have been doing, or they may simply shoulder them aside. They may carry the seeds of a genuine learning society more surely with them than has been the case with us, but I do not believe that they will necessarily bring it about without them. Their experience is relevant and important and together with these new members we may be able to make the major jump to a society with a belief in learning at its core. It is an opportunity that has come once or twice before in Western history, but it does not come often. It has been missed before.

The increasing academic attention to the professional growth of adult education is a development of great importance. It is not yet convincing that enough attention has been given to what adult education has been, is and may be, by any of us, inside or outside these new schools. A great deal more mutual support among all teachers is needed to create advanced training that is really based on learning rather than on institutional habits derived from fields less interested in learning.

2. Academic Education

The universal answer to attracting a better candidate to teaching and to the teaching of adults is to raise the academic levels. This obviously should be to obtain greater pupil achievement.[1] In answer to this, a review of educational research reveals a large probability of error in this position. Raising the educational level of teachers is likely to have little effect on pupil achievement. The logical basis for the widespread faith in more teacher education leading to greater pupil achievement seems to lie in the premise that longer education leads to more knowledgeable teachers, who are therefore better equipped to import this knowledge to their students. All studies again are strongly indicative of a weak relationship between teacher academic attainment and pupil achievement at any level. At the moment there is not a single study that has found the length of teacher preparation variable to be even peripherally related to pupil gain, let alone being of major importance in this educational outcome.[2] In spite of this it is expected that academic requirements for teachers will increase. If this is necessary, then at least they should be utilizing material and methods which might have a chance of assisting them in their chosen field.

---

[1] Seymour Metzner, "The Teacher Preparation Myth," in Phi Delta Kappan, Oct 1968, p.105.

[2] Ibid, p.105.

3. Previous Experience Mandatory for Teachers

Learning in a profession is lifelong. Without continuous learning and continuous growth, teaching becomes a drudgery and the classroom is a source of frustration to the teacher. To his students, the teacher that has stopped growing offers no challenge and provides no inspiration. To the teacher that has stopped growing, other vocations appear to offer more productive or satisfying fields of endeavour. Or is this teacher merely looking for retirement? It is not possible to remain still; one either grows, or atrophies. But what does growth involve? First it is mental alertness which should have been present at the end of the teacher's formal training, and must be nourished. This nourishment can come from colleague rappoire, parents, future teachers, or periodicals. The teacher who is mentally alert, who continues to think as a teacher should think, and is anxious to help students, is the teacher that is needed. Such a teacher is confident of the effectiveness of his work; such a teacher is also normally at least in his thirties of chronological age. At the present it takes far too long to establish this effectiveness of mind in a teacher. Too much is also lost by his pupils while he is acquiring this philosophy of mind.

The obvious answer to this is to require all students to enter another profession or work-field prior to entering teaching. They would then enter teaching with experience gained, and with the ideas of mental alertness and lifelong learning well inculcated. An immediate apparent disadvantage is that of an immediately greater average chronological age for teachers - but is this really a problem? It is the mental age that is the difficulty at present. The NEA Journal in an article on "Teaching as a Second Career" traces the effectiveness of people entering teaching later in life than normal, due to a shortage of teachers, and finds that as an average they far outshine either the new teachers, or their contemporaries who entered teaching some years earlier (NEA Journal, 1964). Many of the mature student-teachers were college-trained women lately released from full-time homemaking requirements. Others were former servicemen, or people frustrated with the ultimate goals of business life, or angered by the scholasticism of their inductees.

Interest in recruiting former military officers for teaching was given impetus in the USA by President Eisenhower's 1957 Committee on Education beyond High School, and in Canada by the amalgamation of the three services and the resultant early service departure of qualified personnel who did not agree with the government position. Most of those choosing teaching as a second career were successful to a degree where administrators actively sought their confreres. Many of these tought mathematics and science. Although they were well qualified in other as well as these fields - especially those who graduated from the various staff colleges - they needed theoretical courses to bring their standards up to association levels. With the wealth of experience that these mature new teachers bring, some courses or areas of instruction seem to be particularly suited. One thoughtful novel of the future requires that all teachers of Civics, or History and Moral Philosophy, be recruited only from the ranks of military veterans[3] [redacted]; this does not appear to be a possibility in our future, but the experience gained by mature applicants entering teaching for a second career would make this prognosis practicable.

One other group that has lately begun to return to teaching are former members of the Peace Corps in USA[4] or the CUSO volunteers in Canada. These again make excellent teachers, and most have attained their maturity without the ruination of students in the process. The one real disadvantage that North America has under Europe at the moment is in the field of language training. The returning CUSO or Peace Corps volunteer has normally mastered a language (most popular - Spanish) and is able to give first hand experience to students in school language laboratories.

With the decrease in working hours and the earlier retirements of our population, we can expect that a greater number of them will wish to continue with their education. The new mature teachers that we will receive from this group however, will more than make up for their increased student population. They may well provide the shot of adrenaline that the adult education portion of the teaching profession requires.

4. Adjustment

It is fair to say that the adult student comes with firm expectations about what he is to learn and how he is to learn it. The instructor

[3] Robert A. Heinlein, Starship Troopers, New York, Harper, 1952, p

[4] Paul Warren, "The Peace Corps Returnee - Teacher?" in Phi Delta Kappan, June 1967, Vol 48, p. 520.

comes with assumptions about what is to be learned and how. They are quite often not the same. The instructor then has two options. He can insist on his definitions and ignore the expectations of his students, most of whom will manifest them only indirectly. He may drive some students away, or he may have a dull acquiescent class which must conform for a variety of reasons and will perform the assigned duties without enthusiasm or originality. Adults do as well as conventional students course by course - but that is not the main point. They will not develop much enthusiasm for the instructor or the subject.[5] Or the instructor can take a little time to explore what his students' assumptions are about the subject and the method. During that exploration he must and should reveal his own. The result will be one that neither party would have achieved on its own: a more co-operative and enthusiastic expectation. What's more, the instructor may learn something new about his subject, and will certainly accomplish what surely is the goal of all instruction, a respect for the subject, however mixed the competence in it.

5. Authority

Here we encounter something more profound. The authority of the teacher of children is a mixture of the authority of the adult over the child, of the institution over the compulsory participant, of the grasp of a specialized knowledge over ignorance or lack of competence. It is assumed that the child learner is deficient in all these respects. What of the authority of the instructor of adults? He cannot command the authority merely of age or of compulsion. He can command or rely on some of the authority of the institution that employs him and that alone possesses the right of formal evaluation. He can command more surely his formal expertise in some subject or another. However, he cannot assume the same deficiencies that the instructor of children often takes for granted - sometimes, these days at his peril. The adult student is not compelled, he is not necessarily less generally experienced than the instructor, and often, though his knowledge is usually organized in another way, he knows a good deal about the subject matter in question. What's more, he has some pride in what he has already accomplished, and wants to be taken seriously for what he is (knows), not merely for what he is (does) not. The instructor then can depend upon the expert knowledge and experience at his command, but he must provide more argument for the validity of this knowledge and be prepared to expose it to a greater variety of types of examination.[6] Sometimes this puts the instructor into great conflict with his institution, or at least with the demands of a relatively fixed and standardized curriculum, not designed for individual response, to say nothing of the needs of adult students. All of this argues further for the greatest possible co-operation between the student and the instructor over the nature of the process in which they are engaged. The adult student, as well as the instructor, often has to learn how to achieve this degree of co-operation.

---

[5] Thomas, op cit, p17

---

[6] Thomas, *ops cit*, p17

6. Educators Should Be Teachers

One of the major tragedies of our Canadian adult education, is the waste of our talented people. The Peter Principle states that each person tends to rise to his level of incompetence, and then to remain there.[7] We obtain the best teachers possible, and then allow, or even assist them in leaving the classroom as soon as possible, leaving the inexperienced and inferior to do the actual teaching. As schools and universities grow larger and more complex they need secretaries, guidance councellors, curriculum coordinators, assistant principals, theatrical technicians etc. All of the new student and curriculum activities also need managers and supervisors. The traditions that started with the small school of sixty years ago still operates today. Like Royal Navy Officers, teachers are expected to be able to do all things; outside personnel are rarely hired, and teachers are called on to carry the burden. To do this they must be released from teaching duties. Since these duties are important for the administration of the school, the more competent teachers are usually selected for these jobs and are replaced by younger, less experienced teachers. The better teachers are quickly located and given jobs supervising, counselling, monitoring, administering, planning, budgeting - anything except teaching; that appears to come last! Teaching then becomes a sideline for the efficient. In the end, teachers normally come to consider that an administrative assignment is a promotion. Kaplan in Educational Forum states in answer to this: "Something is radically wrong with a system if the reward for good service in the classroom is removal from that classroom".[8]

---

[7] Lawrence Peter and Raymond Hull, The Peter Principle, New York, Bantam, 1959 (Reprinted 1970), p 12.

[8] Milton A. Kaplan "Teachers Belong in the Classrooms" in Educational Forum, Nov 1968, Vol 33, p. 51.

Instead of rewarding the teacher with a principalship - and a large salary increase, we should reward him by keeping him in the classroom and making his difficult task as pleasant as possible. Clerical and routine work should be taken from him. Pay him more - as a teacher! Bring in the medieval idea of a "master" - with the respect due him by the Guild. Whatever methods are used, the aim must be to keep the best teachers where they belong - in the classrooms.

7. Conclusion

It is interesting that, unlike other phases of education, it is impossible even arbitrarily or temporarily to separate a discussion of the adult student and the instructor of adults. The relationship is too intense, for one partner to be discussed without consideration of the other. It is also quite a unique relationship, one that is growing in frequency in our society, and one that needs to be understood. For example, there is in all learning an element of conversion. The learner exposes himself as wanting to become something he is not. He must accept a period of transition, of experiment, of testing an existing self against a new one. Once the process is begun there is no return. Even if he fails he will not be the same person. When something is learned, truly learned, the whole self is altered; it is not merely the addition of a part. The learner must trust that the instructor knows how to help him become what he wants to become, and will not let him suffer harm from things the instructor knows about, and the learner does not.

TEACHER ORIENTATION

Not all learning, not every class will reach this degree of conscious intensity, but there is an element of it in every act of learning. We can compare the relationship of students and teacher to other relationships that are more familiar in our society: husband and wife, clergyman and parishioner, doctor and patient, brother and sister, prophet and convert, and others.[9] Each of them has an element of teaching and learning in it; each can contribute to our understanding of this new one, an understanding that will help both student and teacher.

---

[9] Thomas, *ops cit*, p18

PART VII

TECHNOLOGICAL ORIENTATION

1. Radio

The roots of Educational Television indisputably lie with radio, and specifically with the National School Broadcasts of the CBC. Established in the depths of the depression, by 1954 our Canadian School (radio) Broadcasting was the longest school system in the world. In this twenty year period the radio with its accompanying lessons became possibly the first, and largest AV aid in Canada. The radio became an accepted part of the equipment of an average classroom at the elementary levels through English-speaking Canada and was used to some extent by secondary and tertiary schools. A minimum of 30 minutes of school broadcasting per day was available anywhere in the Country; and was time-varied in accordance with local curricular needs. The "Survey of Canadian Schools" issued by the Canadian Teachers Federation (CTF) in 1956 indicated amongst much data, that about 40 percent of Public School teachers did little or no planning in preparation for individual programmes, and that only 21 percent of their teachers had any training in the use of school broadcasts.

In companionship with this, the CBC also put on the National Farm Radio Forum which was the first fully adult use of the new technological advances. The aims of this program were:

A - to encourage the farmer to take a more active part in farm organization and to assume the responsibility for "getting things done" not only at the community level by at the provincial and national levels as well. In the past many farmers have been awed to the point of inaction by the immense complexity of our socio-economic system and have given up any attempt to change it.

B - to restore the lost sense of community which in the past had been an outstanding characteristic of Canadian rural life.

C - to bridge, with unifying effect, the geographically separate agricultural regions of Canada.

D - to stimulate the curiosity of participants and cause them to seek further knowledge as groups or individuals.[1]

The Farm Forum was successful for many years and provided not only a useful bridge and school for farmers, but allowed a group of private educators in the CBC to use this as a method of testing differing methodologus for use on Radio. Its success in this field was immense.

The reasons for the gradual decline of interest in this forum might be summed up as follows:

- lack of capable leadership at the individual farm forum level.
- difficult to select topics of interest to all rural people in every province. These topics had to be of interest to the older forums as well as the newly formed ones. Interest decreased the further removed the topics are from matter of everyday experience and concern.
- once a week was too frequent.
- T.V. and other interests arrived (sports etc.). Transportation in winter months improved, so further away destinations could be achieved and these other interests fulfilled.

---

[1] Mel. H. McLeod, National Farm Radio Forum, Ottawa, 1969, p.2.

- no outside help - only contact with the provincial secretary was by correspondence. Once forum was formed, it was solely responsible for its operation.
- novelty wore off.
- recreation part of the weekly meeting engulfed the discussion period.
- not sufficient effort in promotion.
- the lacking in purpose of the discussion be members following the boardcast. The desire, manifested in many Forums, to find the "right" answer rather than the answer truly representative of their opinion shows that they identify this process with the familiar standards of primary school.
- lack of community-minded goals. A Forum tended to be more successful and have a longer life if it got interested in community affairs. eg, renovating township hall, building and equipping of a park for the rural community, warble fly eradication, skating rink etc.[2]

(Note: The above are not listed in any kind of order of improtance)

2. Television

Television in the mid-fifties appeared to be the perfect answer to educational technology. It had vision, audio, and portability (to either a classroom or a home). With the momentary exception of immediate reinforcement, it seemed to incorporate all requirements of a Skinnerian "teaching machine" and it had the fancy of the public - particularly the young.

---

[2] *Ibid*, p.3

TECHNOLOGICAL ORIENTATION

With the experience available from the School Broadcasting Programe, what would stop this new Educational Television (ETV) from finally usurping the human teacher from his monopoly of pedagogy! Like the radio broadcasts before it, ETV utilized and subsidized the availability of local or district school productions for a national or quasi-national audience. A series of experimental approaches were tested in various parts of Canada between 1956 and 1958, and served to demonstrate the flexibility and variety of television. A 1964 survey of Ontario classrooms indicated that "subject to some criticism on content .... interest was effectively aroused, and recall of knowledge effectively assured by the telecasts"[3] ~~[illegible]~~. The same survey, however, also compared films versus television, and gave indefinite results! Most educators expressed no opinion, and the small minority that did express themselves showed a preference for films. This certainly indicated that ETV was not attaining its expected learning results.

The requirement pertinent to this chapter is necessarily that of programming. Obviously we must rid ourselves, at least on ETV, of the nineteenth centry teaching methods now generally being used in the classrooms. A teamwork approach is needed to do this. A change from acceptable to good administration in such areas as release dates of specific programmes, coupled with more co-operation from the equipment manufacturers would also be of the greatest assistance. ETV has been accused of falling into a trap that finds no need for depth of exploration - an easy and superficial approach, guaranteeing palatability and easy assimulation.[4] This is strengthened by the fact that a child today spends more hours with television in the home, than he does with the teacher in the school![5] Adults are now rapidly approaching this figure.

---

[3] R.S. Lambert, School Broadcasting in Canada, Toronto, Univ of Toronto Press, 1963, p d

[4] S.B. Gould, "Educational TV in the Next Decade" in Educational Record, Oct 1963, p373.

[5] P.E. Patterson, "Will the Potential of ITV be Realized?" in A V Instructor, June 1967, p 601.

TECHNOLOGICAL ORIENTATION

Television instruction is primarily a one-way communication medium. Partly because of this characteristic, the proponents of this medium have sometimes been unduly criticized. However, in many classrooms across the USA today a simple electronic device is being used to convert the audio part of line circuit TV so that two-way communication is possible between the TV teacher in the studio, and the students in the classroom. The student merely pushes a button to alert the studio of difficulties or questions he wishes to ask - and then carries on a two-way conversation with a teacher - technician at the studio. During this exhange the video can be made to "hold" pending completion of the two-way audio query, or can continue with the programme. In either case, the video remains only a one-way communication.

One recent and more local event is the scrapping of the proposed Canadian Educational Broadcasting Agency in Canada in favour of possible reservation of cable facilities in the future, essentially under provincial suzerance. This was certainly partially based on the real failures found in ETV both in Canada and the USA, as well as the costs involved. A continuation of area or district produced programes, aligned with the new technological hardware becoming available should, however, ensure at least a temporary stopgap until a satisfactory national philosophy of education can become a partner to two-way television as a true teaching machine for adult education.

Other escoteric methods of TV transmission have been attempted, but not with significantly differing results. The first co-operative receipt of television in France attempted the teaching of modernization of the almost mediaeval rural homes, and deversifying agricultural activities, through group television instruction. While interest was high (this was the early era of TV), the results were desultory.

In the USA the Midwest Program on Airborne Television Instruction did show great promise until 1963; since then it exhibits much of the malaise due to sterile programming that is noted with Conventional television. This programe from Purdue University is still continuing,[6] and must be praised for the pioneer as well as present work done in instructional television. It has not, however, lived up to its early expectations. The idea of adult education by airborne TV instruction is presently being tested in India, where it may yet bring good results.

The most recent and advanced of the technological breakthroughs is electronic video recording (EVR), which relies on a briefcase-sized player unit that can be hooked into a standard TV set to deliver a standard hour-long film. This in reality is an inexpensive instant IRTV, but without the large choice that IRVT allows. Another recent and optimistic item of electronic gadgetry that may well become an established item of educational technology, demonstrates that a single TV channel can provide different still pictures to many viewers at the same time. A special device that "captures" and then holds single images is used with this machine. A viewer watching this same picture on an ordinary TV set would only see it for the normal instant. One TV channel can therefore be used in different locations with variations for specific individual purposes, at the same time.[7] This shows great promise for adult education.

An ETV station should consider itself an institution with the same cultural significance as a library, art centre, or museum. If it thinks of itself in this way, it will be regarded as such by its viewers both adolescent and adult.[8] At the moment neither the public nor our teaching profession appears to think of ETV in this manner. Eliza has yet to become Miss Doolittle.

---

[6] M H Smith, *Using TV In the Classroom*, New York, McGraw Hill, 1961, p and T. Hudson, "Some Thoughts Concerning ETV" in *Instructional Review of Education*, 1967, p 6

[7] David H. Curl, "Applications for Computer Assisted Instruction" in *A V Instructor*, June 1968, p 607.

3. Computorized Learning

A computer is essentially a calculating device with sophisticated memory and control features. Basically, it is a machine which has an input unit capable of reading cards, paper tapes, magnetic tapes, or other scanning arrangements. It has an output unit which uses the same media as the input. It is not a teacher, but it can be used to teach students certain pre-determined facts and skills, thereby freeing the teacher to maintain his normal duties. Unfortunately adults have not adopted to this method as readily as children, and as a result, fewer programs are presently available in the public sector of adult education.

The advantages of a computer-controlled instructional system offer valuable capabilities for adult education that cannot be matched by simpler devices.[9] Among these are the following:

a. The operational design is not fixed. The program material in the memory unit determines the mode used for the learning effectiveness.

b. The student can be provided with a programme best suited to his needs.

c. The computer's extensive memory unit can be used for storage of student attendance, his attitude, previous experience in the subject matter, and even his social background.

---

[8] *Ibid*, p 607

[9] D. Bushnell, and J F Cogswell, "A Computer Based Laboratory for School Systems," *AV Communication Review*, Vol 9, Jul - Aug 1961, p [illegible]

d. The computer's calculating speed allows for analysis of data for summary or predictive purposes, class assignments and schedules.

e. By appropriate time sharing techniques, a computer can be cycled through a number of tasks in such a way that it appears to be performing all these tasks simultaneously.

PART VIII

POSSIBLE FUTURES IN ADULT EDUCATION

Most observers agree that the population of the earth will have reached 6 billion by 2000 AD, and should level off at this point. Assuming that no major catastrophe has occurred, we can expect that the world will be computerized in the next century. The computer as it develops steadily over the next hundred years, will make the present division of the planet obsolete. The necessary controls that will keep 6 billion humans alive and comfortable in 2070 could only be planet-wide in scope. The computers, in order to complete their logical task of managing the economy, will require to transcent the present idea of a nation.

The computerization of a field does not mean a decrease in required staff; in most cases the opposite is true. Adult Education in the twenty-first century will follow this dictum as education becomes truly computerized. A substantial percentage of the human race will be seriously devoting the major portion of their lives to a continuing programe of education in a variety of fields. But what process of education would they be using?

At the present time we are living when one era of instruction is in full bloom, another is well begun, and a third can only be noticed in its embyronic stage.[1] The era now in bloom, and about to fade is the human to human type of learning, the only type used to date; and since the days of Socrates, utilizing a human-based school. In spite of numerous studies and curriculm changes, very little has really been done throughout our present school system to bring the major reform that will not spell extinction.[2]

The era of instruction that will supersede the present system is one of man-machine interaction as proposed by Skinner. The machine is the

[1] J.L. Goodlad, "The Future of Learning and Thinking" in AV Communication Review, Spring 1968, p 120.

[2] A.B. Hodgetts, What Culture, What Heritage?, Toronto, OISE, 1968, p[illegible].

computer. The computer will change our future education learning more than the "Model T" did to the agricultural-minded, static world of 1920. Computer consoles, or terminals, attached to the University of Texas' computer are now in selected classrooms on an experimental basis. Programmed Learning is now pointing the way to individual learning from a computer. This in turn will have freed the teacher to do those instructional things that are truly human. The computer offers an efficient operant learning environment, without offering a human environment. This must still be provided by the teacher. If we fail to use the computer correctly as a process of educational learning, as we have failed so far to do with television, then human learing and civilization will be immeasurably slowed. The rate of growth of the total knowledge of the world is precently a geometric progression, and will be able to be learned only with the aid of the computer. Following is a listing of accumulation of knowledge:

4 BC (Birth of Christ) - 100% of knowledge
1700 AD - 200% of knowledge
1900 AD - 400% of knowledge
1950 AD - 800% of knowledge
1960 AD - 1600% of knowledge
1964 AD - 3200% of knowledge [3]

Learning this rapidly increasing amount of knowledge will certainly require the man-machine parternership if one extrpolates the accumulation of knowledge a century hence from this date.

The computer can and will do certain instructional tasks better than a human teacher. If our present trend towards individualism and existentialism continues and invades the schools, then the mileau in which the teaching machines provide an environment where the learner is to be a large degree in control of the programs, will be undoubtedly mandatory.[4] It will just not be possible, solely with human teachers.

---

[3] CANADA YEAR BOOK, - 1965 Edition, p 339, Ottawa, Queen's Printer

A third era is dimly visible at the present time. This is the era of a separate computer/pupil orientation - a computer console in each home. This will of course make schools anachronisms, but they are in many ways anachronistic even today. It must be emphasized however that this will spell the end of schools - not of education, instruction, or teachers. Other "holy cows" such as hours of class, requirements for days, or even years of school, will then become meaningless. In this third era of learning the role of the teacher will change as much as that of the adult student. Extreme lengths of time will be required to programe lessons until a technological (or robotic) process is discovered. The learning mileau will then be homes, parks, museums, factories, or laboratories rather than schools. Central libraries will be open to everyone, and anything in it available on a computerized copying service. The type of learning will be operant for this part of education in the future.

Perhaps discovery learning will be re-discovered in the future, and operant learning relegated to the "machine Parts" of the human education at that time. Two things are certain - there will be an increase in the use of machines for teaching at the same time that the world is computerized, and there must then be an inward reaching back to human teachers for what the computers are unable to supply.

---

[4] David Cram, Explaining Teaching Machines and Programming, San Francisco, Fearon, 1961, p

POSSIBLE FUTURES IN ADULT EDUCATION

1. The Ideal Adult Educator

Follwing is a help wanted advertisement for an Educator of Adults. It was discovered as a humerous parady on the vast number of traits utilized as a teacher in continuing education.

WANTED: ADULT EDUCATION TEACHER

Must be intelligent, handsome, man of vision and ambition; after dinner speaker; before and after dinner guzzler; night owl; work all day and half the night, and appear fresh next day. Know Who's Who and why and where; have a ready smile and an open purse; look his best when he never felt worse.

Must be able to entertain staff, associates, teachers, adult clientel, wives, sweethearts, bookkeepers and secretaries without becoming too amorous. Inhale dust and smog, drive through fog and snow, and work all summer without perspiring or acquiring B.O.

Must be a man's man, and a ladies man, a model husband, a fatherly father, of good behavior, a plutocrat, a Democrat, and Rupublican, a New Dealer, an Old Dealer and a fast dealer; a technician, politician, sinner, winer and diner.

Must be a curriculum expert, creating demand for obsolete programs; be a good personnel manager, correspondent, attend all institution meetings, tournaments, funerals, visit friends of the institution in hospitals and jails, contact all potential clients every week and in spare time look for new community services, and do missionary work; must eat and drink and work like "H", go night and day, and think it's swell.

POSSIBLE FUTURES IN ADULT EDUCATION

Must have unlimited endurance, and frequently over-indulge in wine, women, wind and gab; have a wide range of telephone numbers, facts and statistics, and be fast with a yes and slow with a no. Must have a car, a dozen new suits, an attractive home, belong to all clubs, pay all expenses at home and office, plus saving for future ulcer treatments.

Must be able to read upside down, must be an expert talker, liar, dancer, story teller, pitch player, poker hound, golf player, diplomat, financier, capitalist, philanthropist and authority on palmistry, chemistry; physiology, psychology, sociology, anthropology, religion, politics, business administration, research statistics, French, dogs, cats, horses, brunettes, blondes, redheads, and the Kinsey Report.

Must be able to teach flower arranging, cake decorating, tool and die making, furniture refinishing, small engine repair, sewing, knitting, oil painting, drawing, real estate sales and shorthand. Must be adept in IBM keypunch, data processing, metallurgy, metalplating, diesel mechanics, radio and TV repair and printing. Must be knowledgeable in phrenology, ESP, astrology and pornography. Must know karate, judo, fishing, hunting, skiing, ping-pong, tennis, baseball, basketball, football, snowballing and black-balling. Must be truthful, honest, sincere and dedicated to the proposition that all men are created by an act of love.

CONCLUSION

Canada must decide that the potential contribution to the community of the adult who has improved himself or herself is as great as the individual gain, and thereby accept the necessity of investing publicly in adult education. Expressed in terms of share of a Gross National Product, this demand will not be very great. Expressed in terms of survival, of course, as it must be, the choice is clear and inevitable. The problem is whether we make such a choice grudgingly, with a kind of step-by-step approach that never overtakes history, or whether we make some dramatic changes that will accept the [illegible] adult student and open the world to him and him to us. Canada has demonstrated he capacity for such choices in the past. Whether we are capable now is another matter.

The adult student is a new phenomenon in Canada. He and she have appeared in increasing numbers quietly but relentlessly in the past twenty years. But the appearance has been largely in the crevices, the spare parts of the society -- after dark, in buildings not used for anything else, in systems designed for someone else. As one American put it, formal adult education is characterized generally by an unconventional and inconvenient time, an uncomfortable place, an irrelevant curriculum, and uninspired, if duly certified, teacher. Perhaps a harsher description than would be fair right now, but not too far from the truth. With about half of our population between the ages of 16 and 30 by 1972, the potential population for adult education will reach staggering proportions. Whether we do stagger or not depends upon our comprehensive now and our decision. Some understanding of the adult student both on his or her own part, as well as on the part of the society, might contribute to our ability to make these decisions, or maybe just to help some adult students. Without denying the remarkable contributions made by some Canadian institutions in the past and now, what is apparent is that none of these are enough for the future. What is equally apparent is that the adult student of the future is likely to be both more numerous and less patient and forbearing than he has been in the past.[1]

---

[1] Thomas, Op. cit., p 19

BIBLIOGRAPHY

Adams, W. Bruce, George H. Boyes, et al, Technology In Learning; The Interim Report of The Study Committee on Aims and Techniques, Toronto, Ontario Curriculum Institute, 1965, 106 p.

Aker, George, Adult Education Procedures, Methods and Techniques, Syracuse U Press, 1965, 136 p.

Albee, Lou, Over Forty - Out of Work?, Englewood Cliffs, NJ, Prentice - Hall, 1970, 194 p.

Apter MJ, The New Technology of Education, London, MacMillan, 1968, 144 p.

"APWA Project on Aging Training Programs" in AGING, No. 102, Apr 1963, p6.

Barber AS, "New Concepts In Placement" in The Decision Years, Vol 6, 1968, pp 66-70.

Beck, Robert Holmes, A Social History of Education, Prentice-Hall, 1965, Englewood Cliffs NJ, 151 p.

Belbin RM, Training Methods: Employment of Older Workers, Paris Organization for Econ. Co-oper. & Devel. Pubs, 1965, 72 p.

Birron, James E., "Adult Capacities to Learn" in Kuhlen R.G. (Ed.) Phychological Backgrounds of Adult Education: Notes and Essays on Education for Adults - No. 40, Centre For the Study of Liberal Education for Adults, Educational Resources Information Centre, Washington, 1963, p 8-23.

Blauner, Robert, "Work Satisfaction and Industrial Trends In Modern Society" in Readings On Human Relations (Edit-Keith Davis & William Scott), McGraw-Hill, NY, 1964 p.85

Boise, William B, "Supervisor's Attitudes Towards Disciplinary Actions" in Personnel Administration, Vol 28, 1965, p.13.

Bowra, Maurice, A Case For Humane Learning, Oxford, Clarendon Press, 1966 29p.

Boyd, Robert D, "New Designs For Adult Education Doctoral Programs" in Adult Education Vol 19, No. 3, Spring 1969, pp 186-196.

Boyd William, The History of Western Education, Adam & Charles Black, 1969, London, 491 p

Boynton John, Aims and Means: A Background Book, London, The Bodley Head, 1964, 110 p.

Brown Wilfred, "What Is Work?" In Harvard Business Review, Sept 1962, p 37

Brozeck, J., "Personality Changes with Age" in Journal of Gerontology, Vol 10, 1955, p 194-206.

Brunner, Edmund DeS, and others, An Overview of Adult Education Research, Chicago, Adult Education Association of the U.S. of A., 1959, 274 p.

Burns, Hobert W. (Ed.), Sociological Backgrounds of Adult Education: Notes and Essays on Education For Adults - No. 41, Centre for the Study of Liberal Education For Adults, Educational Resources Information Centre, Washing, 1964, 169 p.

Conley, William H, "Learning is a Lifelong Task" in Catholic School Journal, Vol 69, Dec 1969, p 9.

Curtiss S.J. & Boultwood M.E., A Short History of Education Ideas, Univ. Tutorial Press, 1965, London, 639 p.

Davis WG, "The Ongoing Process of Educational Change" in Re-Thinking Education, O'I.S.E., Toronto, 1967, pp. 7-11

Dawson Christopher, The Crisis of Western Education, Sheed & Work, 1961, London, 248 p.

Dickinson, Gary&Coolie Verner, "Attendance Patterns and Dropouts In Adult Night School Classes" in Adult Education, Vol 18, No. 1 Fall 1967, pp 24-33

Dorland, James, R. "Current Issues In Adult Education" in Adult Leadership, Vol 15 No. 10, Apr 1967, pp 349-351

Douglah, Mohammed & Gwenna M. Moss, "Adult Education As a Field of Study and Its Implications For the Preparation of Adult Educators" in Adult Education, Vol 19, No. 2, Winter 1969, pp 127-137-134.

Final Report Of The Special Committee Of The Senate On Aging, Ottawa, Queens Printer, 1966, 194 p.

Francois, Louis, The Right To Education: From Proclamation To Achievement, Paris, UNESCO, 1968, 102 p.

Freemantle, Anne, The Age of Belief, Mentor, 1955, New York, XII-218 p.

Godwin, Ruth, "Teaching Basic Skills of Communication To Adults" in Education Canada, Vol 9, No. 4, Dec 1969, pp 3-11.

Goodlad JL, "The Future of Learning and Teaching" in AV Communication Review, Spring 1968, p. 120.

Halfter, Irma T., "Aging and Learning: An Achievement Study" in School Review, Vol 70, 1962, p 287-302.

Halloran SM, "The Concept of Work In Factory and School" in Catholic Educational Review, Dec 1968, p. 230.

Hand, Nickolas, Comparative Education, Routlidge & Kegan Paul Ltd., 1964, London, 333 p.

Harr, John, (Project Director) - "The Need For Research On Adult Basic Education" in Seminar on Adult Basic Education - Final Report (Chairman - Donald Theall), Toronto, The Frontier College and CAAE, March 1966, pp 60-69.

Harris, Irving D, Emotional Blocks To Learning, NY, The Free Press (MacMillan-Collier), 1961, 210 p.

Havighurst, Robert J. and Orr, Betty, "Adult Education and Adult Needs" in Notes and Essays on Education For Adults - No. 33, Centre for the Study of Liberal Education for Adults, 1956, 66 p.

Havighurst, Robert J., "The Sociological Meaning of Aging" in Geriatrics, Vol 13, 1958, p 43-50.

Henkes, Robert, "Subject-Centered or Pupil-Centered Education" in Education Vol 89, No. 4, Apr-May 1969, pp 324-327

Jackson, Brian & Dennis Marsden, Education and The Working Class, London, Penguin, 1966, 296 p.

Jenson, Glenn S, "Adult Education - Today and Tomorrow" in Adult Leadership, Vol 11, No. 7, Jan 1963, pp 203-5.

Jerome, Edward A., "Age and Learning - Experimental Studies" in Birren, James E. (Ed.) Handbook of Aging and the Individual, U. of Chicago Press, 1959, p 655-99.

Kalish, Richard A, "An Experimental Evaluation of an Open-Book Examination" in Journal of Educational Phychology, Vol 49, 1958, P.200.

Kauffman, Joseph F, "The Meaning of Work To The College Generation" in Vocational Guidance Quarterly, March 1967 p. 182.

Kelley, Thomas, A History of Adult Education In Great Britain, Liverpool Univ P., 1962, Liverpool, 352 p.

Kidd, JR, Adult Education In Canada, Toronto, CAAE, 1950, 249 p.

Kidd, Janes R. How Adults Learn, NY, Assoc, Press, 1968, 324 p.

Know, Alan B. and Sjogren, Douglas, "Research In Adult Learning" in Adult Education, Vol 15, 1965, p. 133-137.

Know, Alan B, and Videbeck, Richard, "Adult Education and Adult Life Cycle" in Adult Education, Vol 13, 1963, p.102-121.

Kolesnik, Walter B, Mental Discipline In Modern Education, Madison Wisc, Univ. of Wisc Press, 1958

Kuhlen, Raymond G. (Ed.) Phychological Backgrounds of Adult Education: Notes and Essays on Education For Adults - No. 40, Centre For the Study of Liberal Education For Adults, Educational Resources Information Centre, Washington, 1963, 148 p.

Kuhlen, Raymond G., "Developmental Changes In Motivation During the Adult Years" in Birren, James E. (Ed.) Relations of Development and Aging, Charles C. Thomas - Publisher, 1964, p. 209-246.

Lambert, RS., School Broadcasting In Canada, Toronto, Univ of Toronto, 1963, xii-223 p.

Licheer, Solomon O, Elsie Rapien, et al, The Drop-Outs, NY, The Free Press (Collier), 1962, 302 p.

Little, Lowenc C, A Bibliography of Doctoral Dissertations On Adults And Adult Education, Pittsburgh, Univ of Pitts Press, 1963, 163 p.

Long, E. Croft "The Preparation of The Student" in Education and World Affairs, Report No. 9, Sept 1969, pp. 55-64

Maule HG., "Work - Pleasure or Penance?" in Occupational Phychology, No. 2,1956, p.39.

Meggers, John F, "Have You Thought About A Future In Adult Education?" in Adult Leadership, Vol 15, No. 6, Dec 1966, pp 201-203.

Meland, Bernard E., The Church and Adult Education, Amer. Assn. For Adult Educ., 1939, New York, 114 p.

Merz, William R, "Education and the Process of Change" in Educational Leadership, Vol 24, No. 6, March 1967, pp. 561-569.

Michie, Allan A, Higher Education and World Affairs, NY, Educ & World Affairs, 1968, 96 p.

Miller, Harry L, Teaching and Learning In Adult Education, NY, MacMillan, 1964, 340 p.

Occupational Histories of Working Married Women, Ottawa, Dept of Labour, 1959, 75 p.

Ohleger, John, "What Happened To The Canadian Radio Forum?" in Adult Education, Vol 18, No. 3, Spring 1968, pp. 176-187.

O'Malley, James J, "Planning for Older Persons In New York State" in AGING, No. 108, Oct 1968, p.1-5.

Pettit, George A, "An Anthropologist Gives An Opinion on Adult Education" in Adult Leadership, Vol 15, No. 4, Oct 1966, pp 124-138.

Pole, Thomas, A History of the Origin and Progress of Adult Schools, McDowell, 1816, Bistol, (Re-published - Kelley, 1969, NY), 128 p.

Power, Edard J., "Persistent Myths In The History of Education" in History of Educ. Quarterly, Vol 2, No. 3, Sep 62, pp 140-151.

Project to Train Teachers In Adult Basic Education Curriculum Development: Final Report (W. Dowling - Director), Columbus Ohio, Centre For Adult Education - College of Education, Ohio State Univ, Aug 1970, 151 p.

Rae, Anne, The Phychology of Occupations , NY, Wiley, 1956

Randall, Clarence B, "A Businessman Looks at The Liberal Arts" in The Randall Lectures, White Plains NY, The Fund For Adult Educ., 1957, pp 3-44.

Richmond, W. Kenneth, Education In England, London, Penguin, 1945, 220p.

Rose, Jasper & Ziman John, Camford Observed. V. Gallancz Ltd., 1964, London, 250 p.

Ruch, Floyd L., "The Differentiative Effects of Age Upon Human Learning" in Journal of General Phychology, Vol 11, 1934, p. 261-286.

"Senior Adult Education Survey and TV Show In Los Angeles" in AGING, No. 107, Sept 1963 pp. 5-6

Shipley, C. Morton, Marjorie Cann, et al, A Synthesis of Teaching Methods, Toronto, McGraw-Hill, 1968, 345 p.

Shuman, R. Baird, "A Prospectus on Education" in The Clearing House, Vol 44, No. 2, Oct 1969, pp 67-71

Sinclair, Sonja, I Presume You Can Type: The Woman's Guide to a Second Career, Toronto CBC 1956, 159 p.

Stockwell, Richard E, "Non-Degree Holders: What Education Do We Offer Them?" in The Clearing House, Vol 43, No. 1, Sept 1968, pp. 10-14

Stone, Walter L, "Adult Education And Leisure" in Adult Leadership, Vol 15, No. 5 Nov 1966, pp. 168-170.

Summers, Edward G, "Adult Basic Education: A New Dimension In Reading?" in *Adult Leadership,* Vol 15, No. 1, May 1966, pp. 2-5

Survey Of Married Women Working For Pay, Ottawa, Dept of Labour, 1958, 80 p.

Tobriner, Sister Marian Leona, "Teacher and Community: "Surveying Three Worlds" in *The Clearing House,* Vol 44, No. 7, March 1970, pp 391-395.

Tough, Allen M., *Learning Without a Teacher,* Toronto,OISE, 1967, 92 p.

Vaizey, John, *Education For Tomorrow,* London, Penguin, 1966, 122p.

Verner, Coolie, and Booth, Alan, *Adult Education,* Centre for Applied Research In Education, 1964, 118 p.

Wallace FC, "Schools In Revolutionary and Conservative Societies" in *Anthropology and Education* (Edit. - FC Gruber), Philadelphia, Univ of Penn. Press, 1961, pp 25-54.

Washburn, Harriet, "Inside a Leaderless Training Group" in *Adult Leadership,* Vol II, No. 4, Oct 1962, pp. 98-101.

West EG, *Education and The State,* London, Institute of Economic Affairs, 1965, 242 p.

Wientge, King M, "Adult Teacher Self-Improvement Through Evaluation By Students" in *Adult Education,* Vol 18, No. 2, Winter 1968, pp. 94-100.

Wohlfeil, Alan W, "Science-Fiction Stories In. The Social Studies" in *The Clearing House,* Vol 44, No. 5, Jan 1970, pp 300-305.

Wolfe, Lloyd M., "Lifelong Learning and Adjustment in the Later Years" in *Adult Education.* Vol 14, 1963, p. 26-32.

Workshop On Adult Basic Education: Report and Resource Document, Columbus Ohio, Centre For Adult Education, Ohio State Univ, July 1970, 154 p.

Yeaxlee, Basil A, *Lifelong Education: A Sketch of The Range of The Adult Education Movement,* London, Cassell, 1929, 167 p.

ERIC Clearinghouse
MAY 23 1972
on Adult Education